

# Utilising Student Power: MyFeedback



University of  
East London

125  
YEARS  
of Pioneering Futures

Delivering an innovative online feedback platform in partnership with  
students at the University of East London.

Andrea Didier: [a.didier@uel.ac.uk](mailto:a.didier@uel.ac.uk) Dr. Ioannis Lignos: [i.lignos@uel.ac.uk](mailto:i.lignos@uel.ac.uk)

THE  
Awards  
2023  
Shortlisted  
University of the Year



83%  
NSS  
Overall positivity of  
graduating students  
National Student Survey



## Context

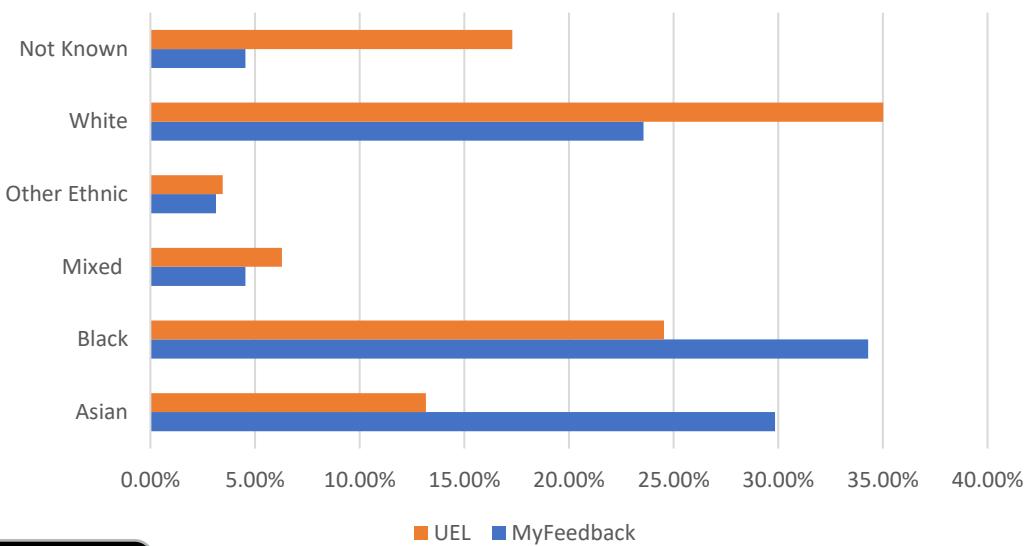
It is well established that students from a wide range of backgrounds joining UK Higher Education require support with the development of academic writing skills. The importance of receiving regular and consistent feedback on work is widely acknowledged as being a factor that may have a positive effect on reinforcing students' learning and enhancing successful outcomes.<sup>1</sup>

**In 2021/2022:**  
•  
**No. of users: 1329**  
**Average. uplift**  
**Grade : 11%**  
**Continuation: 6%**

## Impact

Initial analysis has shown that MyFeedback users benefit from better outcomes with marked improvements for students from under-represented backgrounds. OFIs who are employed develop valuable work experience skills<sup>4</sup> as well as deepening their knowledge in academic skills.

Ethnicity of MyFeedback users



## Student Feedback

It really helps me and guides me to make changes in my assessments"

It's an excellent system. The staff are very helpful and easy to access. I recommend every student use them before they submit their drafts

For someone new to academic writing, this has been SO helpful. The system worked for me... I can now tidy up this, my first assessed essay, and progress with my second one with much less trepidation.

## Introduction

Since 2018, the University of East London has run an innovative online feedback platform providing, on-demand formative academic writing feedback delivered by students for students.<sup>2</sup> The MyFeedback service provides an alternative to face-to-face methods of academic writing support. In doing so, the service mitigates against barriers to access, fostering an inclusive environment of active learning through encouraging engagement with support services and constructive feedback.<sup>3</sup>

## OFI Feedback

"I have already learnt a great deal during my first two weeks as an OFI and I have found the training sessions very informative and helpful. As well as brushing up on my grammar, I have learnt how to effectively provide feedback on student's work and how to spot specific areas that they could improve on"

"I enjoyed working with my co-workers and helping students succeed academically. The skills I learned as an OFI helped me in my professional development."

## What we do

Utilising the technology that students use at university such as Turnitin and Moodle, an average of 9 to 12 students are employed each year as Online Feedback Initiators (OFIs). They are trained by the Academic Tutoring Team to provide asynchronous feedback on grammar, structure and referencing. This allows the team to collaborate with students and share knowledge and expertise while forging effective partnerships with the student community.

## References

- 1 Wisniewski, B., Zierer, K., & Hattie, J. (2020). The power of feedback revisited: a meta-analysis of Educational Feedback research. *Frontiers in Psychology*, <https://doi.org/10.3389/fpsyg.2019.03087>
- 2 University of East London. (2023, September 1). *Access and Participation Plan*. Retrieved from University Of East London: <https://uel.ac.uk/about/governance/access-participation-plan>
- 3 Reyes, N. R. (2023). Literacy Histories and talk around texts: Emphasizing the emic to explore student perspectives on Academic Writing. In I. Gullen-Galve, & A. Bocanega- Valle, *Ethnographies of Academic Writing Research: Theory, Methods, and Interpretation*. Amsterdam: John Benjamins Publishing company.
- 4 Raish, V., & Rimland, E. (2016). Employer Perceptions of Critical Information Literacy Skills and Digital Badges. *College & Research Libraries*, 77(1), 87-113 5.